

Henry George School of Social Science

TEACHERS in the New York City School System are hereby notified that a thirty-hour attendance at any of the sessions of the Henry George School of Social Science and the meeting of the merit tests provided in the courses, will entitle them to Certificates of Attendance recognized as "Certificates of Alertness" by the Board of Education of the City of New York.

ALL COURSES ARE FREE

there is no charge or collection of any kind.

The books required are loaned on payment of a deposit which is refunded when books are returned.

"Certificates of Alertness" secured by teachers in the New York City School System are recognized by the Board of Education as entitling the holder to consideration in matters of salary increases and position advancements. They are approved by the Board of Education only if issued by institutions of learning that are recognized by the Board of Regents of the University of the State of New York, which is the Education Department of the State of New York, and only if the matter taught and the methods of teaching are approved by the Board of Education. Certificates of attendance and Merit issued by the Henry George School of Social Science are recognized as "Certificates of Alertness" by the Board of Education.

The first certificate issued by the school was awarded to Mr. Max Berkowitz, instructor of French in Evander Childs High School in the Borough of the Bronx, New York City. Mr. Berkowitz not only is one of the Schools earliest and most diligent students, but also one of its most earnest and faithful workers.

The second Certificate of Attendance and Merit was issued to Mr. John Luxton, Biology teacher in Tilden High School in the Borough of Brooklyn, New York City. Both Mr. Luxton and Mr. Berkowitz are Associate Directors of the Henry George School of Social Science.

It is with great pleasure that we announce that Dr. George Raymond Geiger, Associate Professor of Philosophy at the University of North Dakota, has also become an Associate Director of the Henry George School of Social Science. With his advice and his scholastic learning there should be no heights in the field of fundamental social and philosophic education that the school may not attain.

Attendance at the classes and forums of the School has been steadily increasing and the need for graded and more frequent classes, and therefore for larger and permanent headquarters that can be always open, and where classes regardless of size can be held at the convenience of students, and where a library and reading room may be always at

the service of students and the public, has now become imperative. It is hoped that these will not have much longer to wait for realization.

There are still some facsimile copies of the Provisional Charter, suitable for framing, issued to the School by the Board of Regents of the University of the State of New York left for distribution to those who want them. A request for one to the School or to LAND AND FREEDOM will bring it to you.

QUESTIONS AND ANSWERS

Q. Will you please tell me why the Single Tax has not made more progress? It is now over fifty years since the publication of "Progress and Poverty" and yet nowhere are the teachings of Henry George in practice. H. B.

A. Perhaps the quickest answer is one that we heard recently: It is now two thousand years since Jesus lived and taught the world His most beautiful precepts, yet nowhere in the world are His teachings observed. To be more direct, however, the most probable reason is that with very rare exceptions Henry George's philosophy and economics are not taught in colleges or high schools, are not given publicity in newspapers and are not mentioned in pulpits.

Why this is so in the case of newspapers may be perhaps understood if it is considered that those who own our newspapers, or who hold the mortgages against their lands, buildings and presses, are the beneficiaries of our present land owning system. Newspapers depend largely on advertisements for support. Real estate operators (especially land speculators) are large advertisers in newspapers; so between these and an inert public mind it is not difficult for newspaper owners and editors to decide on which side their financial interests lie.

An analysis of who support and control our colleges and churches, and therefore influence (if they do not dictate) the teachings of professors and the preachings of ministers should be simple and will disclose the reasons why the teachings that will undermine the foundations of the House-of-Have have not made greater progress in a world controlled by the House-of-Have.

Does H. B. believe that the great majority in our legislative halls represent the best interests of all the people? If he does, his naïveté does credit to his own honesty of purpose, but less so to his familiarity with present political conditions. If, then, our legislators, senators and congressmen represent the House-of-Have and our editors, teachers and preachers are controlled by the House-of-Have, where is the familiarity with Henry George's teachings on the part of the people—even the good and intelligent people—to come from? If the people do not know the teachings of Henry George how can they apply them?

TECHNOCRACY hates to admit its relationship to the other three Marx brothers, the Socialists, Communist and Socialist Labor parties.